

Vermont's  
Alternative Licensure Program:  
Peer Review  
  
Handbook for Applicants  
  
(Revised December 2011)



Educator Quality Division  
(802) 828-0449

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## MISSION STATEMENT

Peer review provides a non-traditional licensure process for candidates who demonstrate proficiency in meeting the standards for Vermont educators. Peer review guides prospective candidates through this unique and rigorous process of licensure by evaluating and ultimately recommending licensure to qualified candidates. The peer review process recognizes that rich life experiences and diverse backgrounds, gained outside of formal teacher education programs, can be used to demonstrate the requirements for Vermont educators. This process encourages highly qualified and passionate individuals to pursue licensure to benefit all Vermont students.

## INTRODUCTION

Most individuals wishing to become licensed as teachers or administrators enroll and complete state approved preparation programs. However, there are alternate routes to educator licensure in many states. Vermont's alternate route is License by Evaluation or "Peer Review." Peer Review is for individuals who have acquired the knowledge and skills needed to meet the *General Requirements and Principles for Vermont Educators*<sup>1</sup> (for initial licensure) and the requirements and competencies for the endorsement(s) they seek through coursework, workshops, and life experiences, rather than through a preparation program.

The authority for the Vermont Standards Board for Professional Educators (VSBPE) to grant licenses through Peer Review is provided for in Vermont's *Regulations Governing the Licensing of Educators and the Preparation of Educational Professionals*, Section 5331.

### **5331 Peer Review**

An individual who holds at least a baccalaureate degree, from a regionally accredited or state-approved institution and who has successfully completed a major, or its equivalent, in the liberal arts and sciences, or in the content area of the endorsement sought, may be licensed or receive additional endorsements, through a peer review process that is approved and periodically monitored by the Standards Board. For endorsement areas requiring an advanced degree, the individual must hold the specified advanced degree in order to be deemed eligible to proceed with the Peer Review process. Any evaluation panel established to review the qualifications of an applicant under this section shall include individuals who are qualified in the field of practice for the endorsement(s) sought by the candidate. The evaluation panel shall determine whether the applicant meets the requirements for licensure based on evidence of competence, preparation, and experience in the field of practice for which the license and/or endorsement(s) is sought and recommend accordingly. The applicant shall meet requirements for updated knowledge and skills as established by Standards Board policy when there is a time lapse of ten (10) or more years between the time of recommendation for licensure and application for licensure. (*Regulations 4/09, page 11*)

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<sup>1</sup> "Requirements" are the conditions an applicant must meet (e.g. "...12 consecutive weeks of student teaching, or the equivalent...") and "principles" refer to the knowledge and skills a candidate must demonstrate (e.g., "creates a classroom climate that encourages respect for self and others...").

This Handbook is designed to provide the prospective Peer Review candidate with the information needed to:

- Understand the Peer Review process and its expectations and requirements
- Determine if this route is the most appropriate pathway to licensure
- Gain a better understanding of how to prepare a professional portfolio that clearly and accurately reflects his or her knowledge, skills, and dispositions
- Understand the criteria the Peer Review Panel uses and the process it undertakes in evaluating the candidate for initial licensure or adding an endorsement
- Understand how to proceed after the Panel has made its recommendation

In addition to the guidance this Handbook provides, candidates for Peer Review can obtain further information on licensing by contacting the Licensing Office at the Vermont Department of Education (802-828-2445; [DOE-LicensingInfo@state.vt.us](mailto:DOE-LicensingInfo@state.vt.us)).

For additional information on the Peer Review process or if you wish to register for a required Peer Review Clinic, please contact:

- Peer Review Program Assistant - (802) 828-0449; [david.hough@state.vt.us](mailto:david.hough@state.vt.us) or
- Peer Review Consultant - (802) 828-0478; [pamela.miller@state.vt.us](mailto:pamela.miller@state.vt.us) .

## PEER PREVIEW PROCESS

The Peer Review process has five stages: (1) applying for Peer Review, (2) attending a Peer Review Clinic, (3) preparing the portfolio, (4) undertaking the evaluation process, and (5) acting upon the Peer Review Panel's recommendation. While all candidates must proceed through these stages, the process is somewhat different for individuals seeking *initial licensure* (i.e., those who do not currently hold a Vermont license) and those seeking an *additional endorsement* (see page 12) to add to their current Vermont license. As you read this Handbook, please note which set of procedures pertains to you.

## Overview of the Peer Review Process

<i>Activity</i>	<i>Description</i>	<i>Responsibility of:</i>
<b>STAGE 1</b>		
Applying for Peer Review	Applicant submits application, transcripts (“Official Copy Only”), resume, and \$40 check.	Applicant
Determining Eligibility	Applicant’s transcripts, etc. are reviewed. A letter informing the applicant of his/her eligibility status is sent along with a copy of the: <ul style="list-style-type: none"> <li>• general requirements and basic principles for initial licensure, if applicable</li> <li>• recording form for the endorsement area being sought</li> <li>• portfolio content checklist</li> <li>• professional attributes and disposition verification form</li> <li>• guidelines for panelists to evaluate student teaching experience rubric</li> </ul>	Peer Review Program Assistant
<b>STAGE 2</b>		
Peer Review Clinic	Attendees will be presented with an overview of the Peer Review process, have an opportunity to ask questions, and be able to view exemplary portfolios. Clinic attendance is <b>mandatory</b> and free. Attendance must be done within 18 months of submitting portfolio or you will have to re-attend.	Peer Review Consultant
<b>STAGE 3</b>		
Preparing the Peer Review Portfolio	Using the portfolio guidelines provided, the candidate addresses the general requirements and basic principles, if applicable, and the endorsement’s additional requirements and competencies, and assembles the documentation needed in an organized professional portfolio. Any questions on the process or competencies are directed to the Peer Review Consultant.	Candidate
Advisement	The candidate is provided with advice, if necessary, as he/she goes through the process of preparing the Peer Review portfolio.	Peer Review Consultant
Submit the Completed Peer Review Portfolio	The candidate sends <b>4 copies</b> of the completed portfolio, fee for Peer Review, and the portfolio content checklist, to the Peer Review Program.	Candidate

<i><b>Activity</b></i>	<i><b>Description</b></i>	<i><b>Responsibility of:</b></i>
	<b>STAGE 4</b>	
Initial Review of the Peer Review Portfolio	<p>The portfolio is reviewed to ensure that the candidate has addressed the general requirements and basic principles, if applicable, and the endorsement competencies and includes:</p> <ul style="list-style-type: none"> <li>• Portfolio content checklist</li> <li>• Copy of clinic attendance certificate</li> <li>• Copy of test score report(s)</li> <li>• Copy of transcripts</li> <li>• Resume</li> <li>• Student work</li> <li>• Standards-based lesson plans</li> <li>• Confirmation that the professional attributes and disposition verification form was submitted to Peer Review at the Department of Education</li> </ul> <p>The candidate is notified if any additional information is needed.</p>	Peer Review Consultant
Assembling the Peer Review Panel and Scheduling the Interview	After the portfolio is accepted, a panel of educators licensed in the endorsement area being sought is assembled. They receive the candidate's portfolio and review it independently using the forms provided with the portfolio.	Peer Review Consultant and Panel
The Interview	The candidate meets with the Peer Review Panel to answer any questions and provide any supplemental information. The candidate should bring his or her copy of the portfolio to the interview.	Candidate
The Evaluation Process	After the interview with the candidate, the Panel discusses the evidence and determines which general requirements and basic principles, if applicable, and the endorsement's additional requirements and competencies have been met. The Peer Review Consultant serves as a resource to the Panel.	Peer Review Panel
Peer Review Panel's Recommendation	<p>A Panel Summary is written for candidates who have met all the general requirements and basic principles, if applicable, and the endorsement's additional requirements and competencies.</p> <p>A draft Panel Summary and Evaluation is written for candidates who have not met all the general requirements and basic principles, if applicable, and the endorsement's additional requirements and competencies. The drafts are circulated among panelists to verify accuracy. Panelists then sign the summary page.</p>	Peer Review Consultant and Panel

<i><b>Activity</b></i>	<i><b>Description</b></i>	<i><b>Responsibility of:</b></i>
<b>STAGE 5</b>		
Recommended for Licensure		
Inform Candidate of Panel's Conclusions	Send letter to candidate with a copy of the Panel Summary and Evaluation, if applicable.	Peer Review Program Assistant
Inform the Licensing Office of Results	Send copy of candidate letter to the Licensing Office.	Peer Review Program Assistant
Licensure or Additional Endorsement	If a Panel recommends a candidate for the license or additional endorsement, information on what the candidate needs to do will be sent to the candidate.	Director for Educator Quality
If Not Recommended for Licensure		
Advisement	Provide advice to candidates who were determined not to have met all the general requirements and basic principles, if applicable, and the endorsement's additional requirements and competencies.	Peer Review Consultant
Reconsideration	Candidates who believe they have additional documentation for the Panel to consider, can submit 4 copies to the Peer Review Consultant within two (2) months of their official written notification.	Candidate
Reconsideration	Any additional documentation will be shared with the Panel. If the Panel then wishes to amend its evaluation, those changes and explanation for the changes must be documented.	Peer Review Consultant and Panel
Plan of Action	Candidates who agree with the Panel's evaluation can develop a Plan of Action detailing what activities will be undertaken to meet those areas which were determined to be "inadequate." A Plan of Action (4 copies) must be submitted within six (6) months of their official written notification. The Plan of Action work must be completed within two (2) years of their official written notification.	Candidate
Appeal	If after the Panel's reconsideration, the candidate believes the process was not followed correctly or the judgments were somehow biased, the candidate can appeal to the Vermont Standards Board for Professional Educators (VSBPE).	Candidate

## Stage 1: Applying to Peer Review

In order to be considered for Peer Review, all prospective applicants must hold a minimum of a baccalaureate degree or, if the endorsement area requires it, the specified advanced degree. If you meet this basic requirement, you should first read this Handbook and the requirements and competencies of the license and/or endorsement you seek<sup>2</sup>. If after doing so you are reasonably certain that you meet the requirements and competencies, begin the application process by sending the following to the Peer Review Program, Educator Quality Division, Vermont Department of Education, 120 State Street, Montpelier, VT 05620-2501.

- ☐ Peer Review Application.
- ☐ A official copy of undergraduate and graduate (if applicable) official transcripts with the degree and date conferred indicated
- ☐ A current resume
- ☐ A non-refundable check for \$40 made payable to the *Vermont Department of Education*

This application process is the same for all individuals, regardless of whether they are seeking *initial licensure* or an *additional endorsement*.

Your application will be reviewed to determine your eligibility for Peer Review. You will receive a letter of eligibility informing you of the decision. Enclosed in the letter, if determined eligible, will be a copy of the:

- Peer review portfolio checklist
- General requirements and basic principles for initial licensure, if applicable
- Competencies for the endorsement area being sought
- Professional Attributes and Disposition Verification form which must be given to your current or a previous supervisor to complete
- Guidelines for Panelists to Evaluate Student Teaching Experience rubric to assist you in understanding how panelists will determine whether or not you have met initial licensure general requirement #3 (student teaching)

### Educator Testing Requirements

**It is a requirement that candidates successfully meet Vermont's passing scores for each appropriate test prior to submitting a portfolio. Evidence of such should be included in the portfolio. In fact, it is strongly recommended that candidates complete the testing requirements before applying for Peer Review eligibility.**

**Praxis I:** All candidates seeking *initial licensure* in Vermont must meet the State's passing scores on the Praxis I Pre-Professional Skills Tests (PPST) in reading (177), mathematics (175) and writing (174); or a composite score of 526 or greater; or have qualifying scores from SAT, GRE or ACT exams.

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<sup>2</sup> These can be obtained by contacting the Peer Review Program Assistant at 802-828-0449 or by email (DOE-LicensingInfo@state.vt.us) or at this Website: <http://www.state.vt.us/educ/new/html/maincert.html>



**Praxis II:** All candidates seeking *initial licensure* or an *additional endorsement* in Elementary Education (K-6), English (7-12), Science (7-12), Social Studies (7-12), Mathematics (7-12), Art, Music, Physical Education, Modern and Classical Languages<sup>3</sup>, Middle Grades (5-9) must meet the state's passing scores on either the multiple choice or constructed response versions.

For more information on educator testing, including costs, testing dates, and location of test sites, refer to the following Website (<http://www.state.vt.us/educ/new/html/maincert.html>) for the brochure which outlines Vermont's Testing Requirements for Educator Licensure or contact the Educator Testing Assistant in the Educator Quality Division (802-828-0449).

## Stage 2: Peer Review Clinics

A minimum of one Peer Review Clinic attendance is required. Clinics provide support to candidates who are considering Peer Review or who would like consultation as they prepare their portfolios. Attendees will receive an overview of Peer Review and the process, have an opportunity to ask questions, and be able to view exemplary portfolios. Individual consultation will be available. Clinic dates are posted on the Department's Webpage on Calendar of Events (<http://education.vermont.gov/new/html/mainnew.html>) and are held at the Department's offices at 1311 US Route 302 in Berlin. Clinic attendees are required to pre-register by emailing [pamela.miller@state.vt.us](mailto:pamela.miller@state.vt.us) with their contact information as well as the endorsement being sought. There is no charge to attend a clinic.

## Stage 3: Preparing the Portfolio

A portfolio is an edited but significant collection of materials or artifacts that you assemble in order to demonstrate and verify that you possess the knowledge, skills, and dispositions required for meeting the requirements and competencies of the license and/or endorsement area you seek. It is the single most important component of the Peer Review process. It is through the portfolio that the Panel is introduced to you and learns about your experiences, accomplishments, and abilities. It is crucial that you approach creating your portfolio in a thoughtful, purposeful manner and take the time needed to ensure that your portfolio is a complete and accurate reflection of who you are as an educator.

The guidelines for creating your portfolio are presented in the next chapter and are discussed at the Peer Review Clinics. It is strongly recommended that these general guidelines are read, understood and followed. Be certain that you support statements on the quality of your work with documentation and evidence. It is important for you to know that an organized and well-written portfolio will present you in the best possible light. On the other hand, a portfolio that is difficult for the Panel to read because it is disorganized and has typographical or grammatical errors will do the opposite; it will adversely impact the Panel's evaluation of your knowledge and abilities.

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<sup>3</sup> For licensure in French, Spanish, German, or Latin, individuals must take and pass the required Praxis II tests. In all other languages, ACTFL or ASLTA testing is required to demonstrate proficiency.

## Addressing the Competencies – Initial Licensure Candidates

If you are applying to Peer Review to obtain *initial licensure* in Vermont, you must address the following:

- General Requirements for All Initial Licenses
- 16 Principles for Vermont Educators
- Endorsement Requirements and Competencies

### 5231 GENERAL REQUIREMENTS FOR ALL INITIAL LICENSES

- Requirement #1: Except as otherwise noted by this section, the applicant shall hold a baccalaureate degree from a regionally accredited or state-approved institution and shall have successfully completed a major, or its equivalent, in the liberal arts and sciences, or in the content area of the endorsement sought.
- Requirement #2: Documentation of the specified content knowledge and performance standards and additional requirements, if any, for the endorsement being sought.
- Requirement #3: Evidence of at least twelve (12) consecutive weeks of student teaching, or an equivalent learning experience as determined by Standards Board policy or by the requirements of the endorsement.
- Requirement #4: Demonstrated ability to communicate effectively in speaking, writing, and other forms of creative expression and ability to apply basic mathematical skills, critical thinking skills, and creative thinking skills.
- Requirement #5: Demonstrated competency as specified in the following requirements (also referred to as the *Principles for Vermont Educators*):

### 5235 PRINCIPLES FOR VERMONT EDUCATORS

#### LEARNING

- Principle #1: The educator has knowledge and skills in the content of his or her endorsement(s) at a level that enables students to meet or exceed the standards represented in both the Fields of Knowledge and the Vital Results of *Vermont's Framework of Standards and Learning Opportunities*.

#### PROFESSIONAL KNOWLEDGE

- Principle #2: The educator understands how individuals learn and grow and provides learning opportunities that support intellectual, physical, social, and emotional development.
- Principle #3: The educator understands how individuals and groups differ and creates equitable instructional opportunities that respond to the needs of all students.
- Principle #4: The educator understands and uses a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in *Vermont's Framework of Standards and Learning Opportunities*.
- Principle #5: The educator creates a classroom climate that encourages respect for self and others, positive social interaction, and personal health and safety.
- Principle #6: The educator implements, adapts, revises, and, when necessary, creates curriculum based on standards, knowledge of subject matter, and student needs and interests.

- Principle #7: The educator uses multiple assessment strategies to evaluate student growth and modify instruction to ensure the continuous intellectual, social, physical, and emotional development of every student.
- Principle #8: The educator integrates students with disabilities into appropriate learning situations.
- Principle #9: The educator integrates current technologies in instruction, assessment, and professional productivity.
- Principle #10: The educator understands conditions and actions which would tend to discriminate against students on the basis of sex, race, color, creed, age, sexual orientation, disability, or national origin, and takes proactive steps to address discrimination.

### **COLLEAGUESHIP**

- Principle #11: The educator works as a team member and establishes collaborative relationships with school colleagues, parents, agencies and others in the broader community to support students' learning and well-being, and to implement the school's goals and articulated curriculum.

### **ADVOCACY**

- Principle #12: The educator recognizes multiple influences on students inside and outside the school and accesses appropriate systems of support for students.

### **ACCOUNTABILITY**

- Principle #13: The educator understands laws related to student and educator rights and responsibilities, and applies current state and federal laws and regulations as they pertain to all children, including those who are at risk and those with disabilities, and treats students and colleagues fairly and equitably.
- Principle #14: The educator grows professionally, through a variety of approaches, to improve professional practice and student learning.
- Principle #15: The educator assesses student progress in relation to standards and modifies curricula and instruction, as necessary, to improve student learning.
- Principle #16: The educator maintains useful records of student work and performance and knowledgeably, responsibly, and effectively communicates student progress in relation to standards in a manner easily understood.

Note: Refer to Page 17 and Page 25 “Frequently Asked Questions” 16, 17, 18 for a list of suggested evidence.

With the exceptions below, the *initial licensure* general requirements and principles must be addressed by all Peer Review candidates who do not hold a Vermont license. Candidates seeking initial licensure in the following clinical support areas do not need to address the sixteen principles for Vermont educators: School Psychologist, School Nurse, Associate School Nurse, School Social Worker, Speech Language Pathologist, Educational Speech Language Pathologist, Cooperative Career and Technical Education Coordinator, Assistant Director of Adult Education or Junior ROTC Instructor; but, they must still address the General Requirements (see page 10).<sup>4</sup>

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<sup>4</sup> However, to add any other endorsements, the candidate would be required to address the 16 principles at that time.

After addressing the “General Requirements and Principles for Vermont Educators”, if applicable, all candidates must then address the endorsement-specific requirements and competencies.

## Addressing the Competencies – Additional Endorsement Candidates

Educators who currently hold valid Vermont licensure and are applying to Peer Review to add an endorsement only need to address the additional requirements and competencies of the new endorsement. For example, if a teacher is seeking an additional endorsement in Modern and Classical Languages, the teacher would only need to address the additional requirements and the knowledge and performance standards (i.e., the "competencies") for the Modern and Classical Languages endorsement (see Appendix A.2).

## Sending in the Portfolio

Once you have addressed all the requirements, principles, and competencies, and provided evidence and documentation to support your conclusions, assemble your portfolio according to the guidelines in the next chapter of this handbook. Be certain to include the following documents at the front of your portfolio:

- ☐ Cover letter to the Peer Review Panel
- ☐ Portfolio content checklist
- ☐ Copy of clinic attendance certificate
- ☐ Copy of test score report(s)
- ☐ Copy of transcript(s)
- ☐ Resume
- ☐ Confirmation that the Professional Attributes and Dispositions Verification form was submitted to Peer Review at the Department of Education
- ☐ Copy of any relevant licenses (e.g., Vermont Educator License, Vermont Nursing License)
- ☐ Three letters of support from professionals who can attest to your work and knowledge. (NOTE: Must be on official letterhead and signed.)

Submit **four copies** of your portfolio along with a check payable to the “*Vermont Department of Education*” in the amount of \$1,200 to cover the fee for Peer Review to:

Mailing Address:     Peer Review Program  
                             Educator Quality Division  
                             Vermont Department of Education  
                             120 State Street  
                             Montpelier, Vermont 05620-2501

Physical Address:    1311 VT US Route 302  
                             Berlin, Vermont

Be certain to keep your originals in the event the portfolios do not arrive at their destination. Also, the four copies submitted will not be returned to you once the process has been completed.

## Stage 4: Evaluation Process

The Peer Review Evaluation is a three-step process: (1) individual Panel members' assessments of the portfolio, (2) the interview with the candidate, and (3) the Panel's summary and evaluation. Throughout all phases of the evaluation process, the members of the Peer Review Panel are responsible for determining whether or not the candidate meets the general requirements and basic principles for initial licensure, if applicable, and the additional requirements and competencies of the endorsement sought. The role of the Peer Review Consultant is that of facilitator and resource to the Panel and advisor and resource to the candidate.

### Composition of the Peer Review Panel

Once four copies of your completed portfolio and fee are received, the Consultant will convene a Peer Review Panel. *Regulations*<sup>5</sup> (section 5331) specify that the Panel "shall include individuals who are qualified in the field of practice for the endorsement(s) sought." Typically, members of the Peer Review Panel are currently licensed and practicing educators.

The Consultant seeks to assemble a Panel that includes educators across the instructional levels of the endorsement. For example, if a candidate is seeking an endorsement as a K-12 physical education teacher, the Panel will include physical education teachers working at the elementary and secondary levels. In addition, the Consultant seeks to maintain impartiality of the Panel and ascertains if any prospective Panel member has any conflict of interest or personal experiences with the candidate.

### Peer Review Panel's Individual Assessments

Once the members of a Peer Review Panel are identified, copies of the candidate's portfolio are sent to them along with the appropriate Recording Forms (refer to Appendix A) and the Guidelines to Evaluate Student Teaching Experience rubric (refer to Appendix D). Panel members are instructed to carefully read the entire portfolio and to use the Recording Forms and Guidelines to indicate whether the evidence presented is "adequate" or "inadequate." Panelists also are asked to write any questions regarding a specific competency or piece of evidence that they wish to ask the candidate at the interview. This individual assessment by the Panelist is completed prior to the interview and Panel meeting.

A set of the Recording Forms and Guidelines for Panelists to Evaluate Student Teaching Experience rubric was enclosed with the letter of eligibility (see page 5). Candidates are encouraged to use these as a self-assessment tool prior to submitting the portfolio in order to anticipate any "gaps" or weaknesses in the evidence or narrative.

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<sup>5</sup> *Regulations Governing the Licensing of Educators and the Preparation of Educational Professionals (4/09, p.11)*

## The Interview

The interview is an opportunity for candidates to provide additional information, respond to the Panel's need for clarification, and submit more evidence to demonstrate their knowledge, skills and dispositions. Although each interview is unique and dependent upon the endorsement sought, the portfolio, and the Panel, there are some commonalities across interviews.

1. The interview will be brief, approximately an hour.
2. Panel members will ask questions they have regarding candidate's experiences, education, and/or documentation. It is a good idea to keep responses concise and focused.
3. Candidate presents additional evidence or documentation. It is most effective to do so in the context of a response to a question.
4. Candidate will have an opportunity to ask the Panel questions.
5. The Panel meets after the interview to discuss all of the evidence and determine if the evidence presented is adequate or not.

### Stage 5: Peer Review Panel's Recommendation

## When the Panel Finds All Requirements and Competencies Have Been Met<sup>6</sup>

**Panel Summary:** The Panel recommends to the Vermont Standards Board for Professional Standards (VSBPE) that the candidate be granted the license and/or endorsement sought.

The Educator Quality Division Director will inform the candidate, in writing, of the Panel's recommendation and how to proceed with application for licensure. If the candidate is being recommended for initial licensure, the Application for Initial Vermont Educator License and all required documentation (e.g., testing, criminal records check) should be sent to the Licensing Office for processing. If the candidate is recommended for an additional endorsement, instructions are given on how to add the endorsement to their existing license.

## When the Panel Finds Not All Requirements and Competencies Are Met

The Panel Summary and Evaluation will:

- Reflect the Panel's assessment of the candidate's knowledge, skills and disposition as demonstrated by the portfolio, interview responses, and additional documentation provided
- Be presented in terms of each competency or cluster of competencies (see Appendix B)

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<sup>6</sup> Peer Review can only *recommend* applicants for licensure. Successful Peer Review candidates must meet all licensure requirements in effect at the time of applying for the license and/or endorsement.

- Include the name, title, and school of each Panel member and their signatures, verifying the accuracy of the Panel Summary and Evaluation

Peer Review candidates receive a copy of the signed Panel Summary and Evaluation with directions on what the options are for the candidate.

- ***Ask the Panel to Reconsider its Decision in Light of New Evidence***

If you believe that you can provide additional documentation or evidence that may change the Panel's evaluation of any requirement or competency it found to be "inadequate," it is incumbent upon you to contact the Peer Review Consultant and submit the additional evidence (4 copies) within two months of your official notification. The Consultant will send the additional evidence to the Panel, collect their feedback, and inform you of the Panel's response.

- ***Accept the Results of the Evaluation and Develop a Plan***

If you agree with the Panel's evaluation and are still interested in pursuing licensure, develop a Plan of Action detailing what activities you will undertake to meet the requirements and competencies the Panel found to be "inadequate." It is **strongly recommended** that you discuss what you are considering with the Peer Review Consultant *before* you develop a Plan of Action. You have six months from the date of your official notification to submit a plan of action. Submit four copies of your Plan to your Peer Review Panel through the Consultant for the Panel's review. The Consultant will inform you of the Panel's decision as to whether or not the proposed plan would meet the competencies cited.

When you have completed all of the activities described in your Plan, submit four copies of the evidence and documentation to the Peer Review Consultant. The Consultant will send the evidence to the Panel members for their review. You are required to complete the work in the Plan within two years of receiving your official notification.

If the Panel determines that you successfully completed your Plan of Action, the Peer Review Consultant will inform you and the Director of Educator Quality in writing. You then complete the Application for Initial Vermont Educator License, if required, and send all required documentation to the Licensing Office for processing.

- ***After Panel Reconsiders, Appeal Decision to the Vermont Standards Board for Professional Educators (VSBPE)***

If after the Panel's reconsideration you believe that the Panel did not follow "applicable procedures" or that the decision was unreasonable, you can appeal to the VSBPE. To appeal to the VSBPE, write a letter addressed to the Chair of the VSBPE (in c/o the Educator Quality Division) within 30 days of the Panel's final decision. Explain the reason and grounds for your appeal in your letter. The Chair of the VSBPE will appoint a subcommittee to review the matter and recommend its findings and disposition to the VSBPE. You will be invited to meet with the subcommittee to present your case. The VSBPE can adopt the subcommittee's recommendation, or issue its own recommendation.

## CREATING YOUR PEER REVIEW PORTFOLIO

This section of the Handbook describes what you should do to create your Peer Review Portfolio. It includes suggestions for collecting and selecting evidence, the format to use when addressing each requirement and competency, and how to organize your portfolio.

### What is a Peer Review Portfolio?

A professional portfolio is a purposeful and reflective collection of documents and artifacts that provide evidence of one's knowledge, skills, accomplishments, and learning. The purpose of a Peer Review Portfolio is to provide evidence of your knowledge and accomplishments as they relate to the initial licensure and/or the endorsement competencies. The portfolio is more than a record of activities and experiences; it indicates specifically **how** you met the competency and what **evidence** exists to verify that you have done so.

### Getting Started

#### Step 1 – Study the Requirements and Competencies

Before you begin to write, read and study the initial licensure general requirements and basic principles, if applicable, and the endorsement's additional requirements and competencies very carefully in order to fully understand the knowledge and skills each competency addresses. You will see that there is a great deal of overlap, especially between the initial licensure principles and some of the endorsement competencies. Note where the overlap is; you may decide to use the same evidence to address any competencies that are similar.

If you do not meet one or more of the endorsement's "Additional Requirements" (e.g., if you do not have 21 credits in special education which is required for the special educator endorsement), you must demonstrate that you have coursework and/or experiences that are equivalent to that requirement.

**Please note:** For the eight lengthiest endorsements (i.e., Special Educator, Consulting Teacher, Early Childhood Special Educator, Intensive Special Education Teacher, Early Childhood Education, Elementary Education, Middle Grades, and Reading/English Language Arts Specialist), the Knowledge and Performance Standards (also known as the competencies) have been grouped or "clustered" together. This clustering is intended to assist you as you develop evidence to address the competencies for these lengthier endorsements.

If you indicate an interest in one of these eight endorsement areas, a sheet outlining the topical areas will be sent to you along with the full endorsement competencies. Please be aware that although you will only be required to write to the clustered competencies, you are nonetheless responsible for meeting all of the competencies and requirements of the endorsement, and the Panelists may ask you how you have met one or more of the extended competencies in the interview. To ensure that you are addressing the competencies completely, refer back to the full-length endorsement frequently to make certain that your evidence addresses each of the individual competencies.



## Step 2 - Collect Evidence

Using your knowledge of the competencies and requirements you need to address, begin collecting evidence. Collect evidence, artifacts, and documents that you believe can demonstrate that you have met the general requirements and principles for initial licensure and/or the additional requirements and competencies for the endorsement. Evidence may include, but is not limited to, the following:

- Transcripts of relevant coursework
- Student work and standards-based lesson plans<sup>7</sup>
- Evaluations or performance reviews of educational work experiences
- Letters of reference
- Certificates of participation at related workshops and conferences
- Documentation of teaching experiences
- Documentation of conference or workshop preparation and presentation
- Samples of published or unpublished papers or articles
- Documentation of educational advocacy activities
- Participation in school-community partnership activities
- Participation in school-business/industry partnership activities
- Evidence of your creative work (e.g., pictures of your sculptures or paintings)
- Videotapes of your teaching
- Lesson plans aligned with *Vermont's Framework of Standards and Learning Opportunities*
- Documentation of integrated standards-based studies/thematic units
- Concrete examples of accommodations made for students with different needs/styles
- Student portfolios
- Documentation of differentiated student learning plans
- Grading/assessment policies and examples
- Evidence of use of computer technology in the learning and teaching process
- Documentation of feedback from colleagues and supervisors
- Documentation of participation on school-community projects
- Bibliography of research articles read, including critical annotations for each article
- Documentation of service on district, state or national educational committees
- Documentation of job-embedded new learning activities

## Step 3 – Select Evidence

Of the possible artifacts you have included, select those which will **best document** how you meet the competencies. It is important to be selective - more is not necessarily better. Each requirement may be documented by more than one piece of evidence (typically 2-5 pieces of evidence for each competency) and each piece of evidence can document more than one requirement.

When selecting which pieces of evidence to use, ask yourself the following questions:

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<sup>7</sup> It is a requirement that samples of student work and standards-based lesson plans be included in the portfolio. Ensure student confidentiality by deleting names and other identifying information from student work and assessments. If using photographs and/or videotapes of students, be certain to get the appropriate permission to do so.

- ☐ Which evidence do I have available? Which do I need to locate? Which do I need to generate?
- ☐ Which are the most persuasive and offer clear evidence of my meeting the competency?
- ☐ Which can be used to address more than one requirement?
- ☐ How current is this, and does it reflect the latest ideas of best practice?
- ☐ Have I used as much evidence of student learning as possible to document teaching competence? (Attestations/letters should be used sparingly.)
- ☐ Do I have enough evidence to demonstrate this requirement or competency? (One piece of evidence may not be adequate to document how you have met a particular requirement or competency.)

Once you have made your possible selections, begin to write to each competency. Keep in mind the recommended organization of the portfolio (see page 22).

## Writing to the Competencies

Connections and reflections distinguish a portfolio from just a collection of documents and artifacts. It is necessary to articulate the connection between the competencies and your “internal” understanding of these competencies. In the selecting stage, you matched artifacts with specific competencies. This step in the portfolio-building process is where the thinking that led to that linkage becomes clear. In addition to explaining the connections between the evidence and your artifacts and accomplishments, you must reflect on how you have been affected by these experiences. Reflective statements will enhance the meaningfulness of the artifacts included in the portfolio.

## Format for Addressing Requirements, Principles and Competencies

The narrative for each has four major components:

- a re-statement of the requirement, principle, or competency being addressed
- the evidence that shows you have met the requirement, principle, or competency
- a detailed description of the activity or event that produced the evidence you have included
- an analysis and/or reflection explaining how what you have done meets the requirement, principle, or competency

Include the artifact (e.g., student assessment) or document (e.g., transcript) you have used to address the requirement or competency. Be certain to clearly label each piece of evidence.

### ***1. Re-state the Requirement, Principle, or Competency:***

Begin your narrative for addressing each requirement, principle, or competency by writing it verbatim. Be certain to include the number of the requirement, principle, or competency as it appears. If you are using the "clustered" competencies, restate the clustered competency instead

of the various competency statements incorporated within it. Follow the sequence of the competencies.

*Example - Initial Licensure:*

**General Requirement #3:** Evidence of at least 12 consecutive weeks of student teaching, or an equivalent learning experience.

*Example - Social Studies (7-12):*

**Knowledge Standards #1:** Methods of historical and social scientific investigation and critical evaluation, including use of evidence, data, and varied perspectives in interpreting historical events and analyzing public issues.

*Example – Early Childhood Education (a "clustered" endorsement area):*

**5440-36-KS&PS/PK 2:** Knowledge of and ability to apply understanding of biological, genetic, environmental, cultural, and familial factors in children's development and their impact on exceptionalities.

## **2. Evidence:**

In this section you need to identify the documentation that verifies the activity you described in the first section. Include the actual evidence in the portfolio unless it is impractical to do so. Evidence can be representational, such as pictures of student projects rather than including “bulky” student work samples.

One carefully planned source of evidence may be used to meet more than one competency. However, each competency must include a separate analysis/reflection section.

## **3. Description of the Activity:**

In this section you need to describe what you have done to meet this competency. This section includes the details of what, where, and when. It is possible that one activity may be used to address more than one competency. In such cases, you may copy and use the same description for the two competencies.

## **4. Analysis/Reflection:**

This section of your narrative includes your thinking or justification as to why the activity (supported by evidence) meets the requirement, principle, or competency. This is where the connections between the competency, the activity, and the evidence that you are presenting are explicitly stated.

Refer to the following examples of completed narratives.

***Example of a Narrative from a Portfolio for an Initial License –  
Principles for Vermont Educators***

**Principle #2:** *The educator understands how individuals learn and grow and provides learning opportunities that support intellectual, physical, social, and emotional development.*

**Evidence #1** – Project Architect of the Tracy Elementary School (2624 West 6<sup>th</sup> Street; Erie, Pennsylvania 16505)

**Description** - The Student is the focus of education. It is vital in the design of a school that the emphasis be on the individuality of the learner. In the design of a school/classroom, recognition must be given to the learners' experiential backgrounds and their responses to them.

**Analysis/Reflection** – In my research, I found that teachers wanted alternate options to the traditional classroom. In Tracy Elementary School I created an outdoor teaching area that incorporated the use of chalkboards (slate salvaged from the previous school) within the walls of the courtyard. It gives the flexibility to the teacher to provide varied learning opportunities that were not part of their previous school.

***Same Competency***

**Evidence #2** – Turning Points 2000 Recommendations  
TAP Seminar 1/21/05 with M.J. Stinson

**Description** –

- Creating a safe environment in the classroom by encouraging students to work in groups
- Creating learning opportunities that encourage emotional development

**Analysis/Reflection** – In my Art 1 class I have a wide range of learners. I adapted a technique that I learned from MJ's lecture (TAP Seminar 1/21/05) that worked just fabulously. I assigned a drawing project based on a previous lecture. The groups worked together discussing their ideas and helping each other understand the concepts of the project. In some cases, I knew that there was prior knowledge in an area and I suggested to that student that he take the lead in that particular area. What I noticed (and want to continue to foster) is the type of group interaction that happened between the students. In this particular class many of the students did not know each other. This group activity had seniors interacting with freshmen. I was happy to see how supportive the groups were of their team members and the final project. I will definitely use this type of group learning experience again.

***Example of a Narrative from a Portfolio for an  
Endorsement in Elementary Education***

**PK 1:**            *Knowledge of the progression of early childhood through early adolescent growth and development and ability to apply this knowledge to all aspects of elementary practice*

**Evidence #1** – Needs Assessment of a First/Second Multiage Classroom

**Description** - This needs assessment was created in October 2008 as part of the preparation for teaching a standards-based unit on Mexico to a first/second grade class.

**Analysis/Reflection** – In creating this needs assessment, I researched the typical cognitive, social/emotional, and physical development of 6 to 8 year olds. I then applied this learning when planning and teaching the activities to the class. I was certain to physically engage the students and provide small group and peer activities since children at this developmental stage need to use large motor movements and practice social skills. What was particularly exciting about planning this way was that I could actually base my teaching on sound developmental theories. This piece of evidence demonstrates my understanding of the developmental needs of the population of students I was teaching.

***Same Competency***

**Evidence #2** – Boston University Transcript

**Description** – I took an undergraduate course in Child Development at Boston University in the Spring of 2000. This course covered the physical, intellectual, social/emotional, linguistic and cognitive development of children from prenatal through middle childhood. The class required a 4 hours/week practicum at a local elementary school. I completed the course with an A-.

**Analysis/Reflection** – This course introduced me to the various theories of child development, the ages and stages of development, and some of the causes and characteristics of atypical child development. Although the class was very interesting, what really made the difference was having to spend 4 hours every week at a second grade class in Dorchester to do observations and get to see child development up close. I not only learned about child development there, I also learned that I wanted to someday teach kids.

## Assembling Your Portfolio

### Organization

It is to your advantage to clearly organize and label your portfolio so the Peer Review Panel members can quickly and easily access all necessary information.

**We strongly encourage candidates to submit their portfolios in CD format.** However, portfolios submitted in 3-ring binders will be accepted.

Remember that you will need to submit **four copies**<sup>8</sup> of your portfolio to the Peer Review Panel. **Label the outside of each copy with the date of submission, your name, address, phone number, and email address. Also indicate whether this is an initial license or additional endorsement, and the level and endorsement area sought.**

Title Page - Include the same personal and licensure information as the cover.

Table of Contents - Be sure to indicate each section by page number. Number the pages clearly.

Tabs - Use tabs to make it easy for reviewers to locate each piece of evidence since the Panel members will want to refer to these documents frequently.

**NOTE: PLEASE DO NOT USE PLASTIC SHEET PROTECTORS.**

### Order of Presentation

Your portfolio contains two sections.

#### ***I. Introductory Section***

- ☐ Cover letter to the Peer Review Panel
- ☐ Portfolio Content Checklist confirming required documents are included (see page 12)
- ☐ Copy of any relevant licenses (e.g., Vermont Educator License, Vermont Nursing License)
- ☐ Three letters of support from professionals who can vouch for your work and knowledge (NOTE: Must be on official letterhead and signed.)

#### ***II. Addressing the Competencies***

- ☐ Narrative for each requirement and competency. If you are seeking *initial licensure*, begin with the “General Requirements and Principles for All Initial Licenses” followed by the specific endorsement requirements and competencies. If you are seeking an *additional endorsement*, only address the specific endorsement requirements and competencies.
- ☐ For each narrative response, include the supporting piece of evidence. Be certain to label the evidence. Since it is possible to use one piece of evidence to document more than one requirement or competency, use tabs or hypertext in order for Panel members to easily locate what you are describing.

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<sup>8</sup> Remember to keep a copy of your entire portfolio for your own records.

## FREQUENTLY ASKED QUESTIONS

### ***1. How do I decide if Peer Review is the best option for me?***

Peer Review may be the best option to initial licensure or an additional endorsement **if** you have both some coursework and documented experiences that address the requirements and competencies. To judge whether to pursue licensure through Peer Review, first become well informed about the requirements, principles, and competencies you need to meet, and what is required to successfully complete a Peer Review portfolio. It will be helpful to attend a Peer Review Clinic or discuss your options with the Peer Review Consultant or with an educator you know. If it appears that you are not able to meet several of the competencies, you may be better off enrolling in a post-baccalaureate licensure program at a Vermont college or university.

### ***2. Why is it required that the Praxis testing requirements be completed prior to submitting a portfolio?***

Since Peer Review is a costly process, both in terms of time and money, it is wise to pass the testing requirements before investing in Peer Review. Passing scores on the Praxis I are clear evidence that you have met portions of the General Requirement #4, “the ability to communicate effectively in speaking, writing and other forms of creative expression and the ability to apply basic mathematical skills, critical thinking skills, and creative thinking skills.” Additionally, passing scores on the Praxis II will serve as evidence of your content knowledge and enable you to demonstrate 5235, Principle #1 for *initial licensure* and several other endorsement specific competencies.

### ***3. How long does it take to go through Peer Review?***

The answer to that question depends mainly on how quickly you complete your portfolio and the outcome of the Peer Review Panel’s evaluation of your work. It can take 3-6 months from the time we receive your portfolio to the time you are notified as to the outcome of your review. Please keep in mind that February-June is the busiest time for Peer Review and it could take longer for the process if you submit a portfolio during these months.

### ***4. Is it necessary that I demonstrate competence in each of the “Additional Requirements” for the endorsement area I am seeking?***

Yes. If you do not meet one or more of the “Additional Requirements” (e.g., if you do not have a major in English which is required for the English endorsement), you must demonstrate that you have coursework and/or experiences that are equivalent to that requirement.

### ***5. Can I apply for two endorsements at the same time?***

Although it is not recommended, you may. However, you will need to submit two separate portfolios and pay two fees. Each endorsement requires convening a Panel of educators who are licensed and have expertise in that endorsement area. One Panel can not effectively evaluate two portfolios and two sets of endorsement competencies at the same time.

**6. *Can I apply for a modern & classical languages endorsement for more than one of the language areas at the same time?***

Yes. The competencies for this endorsement are the same regardless of the language area. A panel would consist of at least one panelist for each of the language areas. You would be required to take and meet Vermont's passing scores on the Praxis II tests for each of the language areas.

**7. *How does the middle grades endorsement differ from the other endorsements?***

It is unique in that the endorsement can cover up to four content areas: English, mathematics, science, social studies. You may address any or all in one portfolio. A panel would consist of at least one panelist for each of the content areas. You would be required to take and meet Vermont's passing score on the Praxis II test for each of the content areas.

**8. *How long do I have to submit my portfolio once it has been determined that I am eligible to seek licensure or additional endorsement through Peer Review?***

You have one year from the date of your eligibility letter to submit a portfolio. If you are unable to submit your portfolio within the year, you will need to re-apply for peer review.

**9. *If the panel determines that I do not meet all of the general requirements and basic principles, if applicable, and/or the endorsement's additional requirements and competencies, how long do I have to submit additional evidence for the Panel to reconsider?***

You have two months from the date of your official notification to submit additional evidence for the Panel to reconsider.

**10. *What is my option if I do not have additional evidence to submit?***

Your plan of action for meeting the "unmet" requirements, principles, and competencies needs to be submitted to the Peer Review Consultant within six months of receiving your official notification (refer to page 15). You must complete the work within two years of receiving your official notification in order to remain in compliance with regulations. There will be no additional fees for this process.

**11. *Do I need to student teach?***

Regulations state that anyone seeking *initial licensure* must submit "evidence of at least 12 consecutive weeks of student teaching, *or an equivalent learning experience*" (General Requirement #3). If you have not completed student teaching but have had a substantial amount of supervised experiences working with students in the endorsement area you seek, your Panel may determine that you have had an "equivalent learning experience."

**12. *If I decide or my Panel decides that I haven't met the student teaching (General Requirement #3), who sets up the student teaching internship?***

You have the responsibility for setting up the student teaching internship and covering any costs associated with the internship.

**13. *Is there reciprocity for licenses obtained through Vermont's Peer Review Program with other states?***



That depends upon the state. Some states who participate in the NASDTEC Interstate Reciprocity contract do not recognize licenses obtained through any alternate routes. The best way to find out is to contact the licensing or certification office of the state in which you would like to work.

***14. Does a Vermont license obtained through Peer Review look any different than one obtained by completing an approved program?***

No, there is nothing on the license that indicates that the person went through Peer Review rather than an approved program. However, a review of your transcripts would show that you did not complete an approved program.

***15. Can I apply for a teaching or administrative position while I am going through Peer Review?***

Yes, you can apply, but state law requires school districts/schools to hire appropriately licensed and endorsed educators. However, if the school district/school has made all reasonable attempts to find an appropriately licensed and/or endorsed applicant but is unsuccessful in doing so, the school administrator can request that a provisional or an emergency license be issued to the applicant, depending on the applicant's qualifications (refer to Rules 5350 and 5360 in the *Regulations Governing the Licensing of Educators and the Preparation of Educational Professionals*, effective 4/09).

***16. What is appropriate evidence to address Principle 2?***

Appropriate evidence would be lessons plans/units demonstrating developmentally appropriate learning experiences; reflections highlighting understanding of how developmental issues affect practice; transcripts; outside workshops/conferences; parent training; documented outside reading with reflection; relevant work experience; letters from licensed educators/professionals documenting competency.

***17. What is appropriate evidence to address Principles 8 and 13?***

Appropriate evidence would be accommodations and/or modifications embedded in lesson/unit plans; experience working with students on IEPs, 504s, 230s in a regular classroom setting; attendance at IEP/EST/504 meetings; transcripts; in-service training; outside workshops and conferences; staff meetings; relevant work experience; letters from licensed educators/professionals documenting competence.

***18. What is appropriate evidence to address Principle 10?***

Appropriate evidence would be unit/lesson plans demonstrating an understanding of diverse cultures, transcripts, workshops/trainings, letters from licensed educators/professionals documenting competence, reflections, work experience with diverse cultures, volunteer experience with diverse cultures.

## **APPENDICES**

### **Appendix A – Sample of Recording Form**

1. Initial Licensure
2. Modern and Classical Languages

### **Appendix B – Sample “Panel Evaluation”**

1. Panel Evaluation - English
2. Panel Evaluation - Middle Grades - Social Studies (clusters)

### **Appendix C – Professional Attributes and Dispositions Verification Form**

### **Appendix D – Guidelines for Panelists to Evaluate Student Teaching Experience Form**

**PEER REVIEW/ALTERNATE LICENSURE PROGRAM**  
***Recording Form for Reviewers' Assessments of Candidate Portfolio***

Initial Licensure Requirements and Principles

Item	Requirement/Competency	Evidence is (check one)		Explanation of Rating	Questions for Interview
		Adequate	Inadequate		
<b>General Requirements:</b>					
1	Baccalaureate degree with a major, or its equivalent, in the liberal arts and sciences or in the content area of the endorsement being sought except as otherwise noted (see pg. 6, requirement #1).				
2*	Documentation of the specified content knowledge and performance standards and additional requirements, if any, for the endorsement(s) being sought.				
3	Evidence of at least 12 consecutive weeks of student teaching, or an equivalent learning experience.				
4	Demonstrated ability to communicate effectively in speaking, writing and other forms of creative expression and ability to apply basic mathematical skills, critical thinking skills, and creative thinking skills.				
5	Demonstrated competency as specified in the following requirements (also referred to as the <i>Principles for Vermont Educators</i> ).				
<b>Principles:</b>					
Principle #1	The educator has knowledge and skills in the content of his or her endorsement(s) at a level that enables students to meet or exceed the standards represented in both the Fields of Knowledge and the Vital Results of <i>Vermont's Framework of Standards and Learning Opportunities</i> .				

**\*NOTE:** Complete this item after assessing the candidate's responses to the endorsement competencies

## Initial Licensure Requirements and Principles – Page 2

Item	Requirement/Competency	Evidence is (check one)		Explanation of Rating	Questions for Interview
		Adequate	Inadequate		
Principle #2	The educator understands how individuals learn and grow and provides learning opportunities that support intellectual, physical, social, and emotional development.				
Principle #3	The educator understands how individuals and groups differ and creates equitable instructional opportunities that respond to the needs of all students.				
Principle #4	The educator understands and uses a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in <i>Vermont's Framework of Standards and Learning Opportunities</i> .				
Principle #5	The educator creates a classroom climate that encourages respect for self and others, positive social interaction, and personal health and safety.				
Principle #6	The educator implements, adapts, revises, and, when necessary, creates curriculum based on standards, knowledge of subject matter, and student needs and interests.				
Principle #7	The educator uses multiple assessment strategies to evaluate student growth and modify instruction to ensure continuous intellectual, social, physical, and emotional development of every student.				
Principle #8	The educator integrates students with disabilities into appropriate learning situations.				

## Appendix A1 – Recording Form - Initial Licensure

## Initial Licensure Requirements and Principles – Page 3

Item	Requirement/Competency	Evidence is (check one)		Explanation of Rating	Questions for Interview
		Adequate	Inadequate		
Principle #9	The educator integrates current technologies in instruction, assessment, and professional productivity.				
Principle #10	The educator understands conditions and actions which would tend to discriminate against students on the basis of sex, race, color, creed, age, sexual orientation, disability, or national origin, and takes proactive steps to address discrimination.				
Principle #11	The educator works as a team member and establishes collaborative relationships with school colleagues, parents, agencies and others in the broader community to support students' learning and well-being, and to implement the school's goals and articulated curriculum.				
Principle #12	The educator recognizes multiple influences on students inside and outside the school and accesses appropriate systems of support for students.				
Principle #13	The educator understands laws related to student and educator rights and responsibilities, and applies current state and federal laws and regulations as they pertain to all children, including those who are at risk and those with disabilities, and treats students and colleagues fairly and equitably.				
Principle #14	The educator grows professionally, through a variety of approaches, to improve professional practice and student learning.				

## Appendix A1 – Recording Form - Initial Licensure

## Initial Licensure Requirements and Principles – Page 4

<i>Item</i>	<i>Requirement/Competency</i>	<i>Evidence is (check one)</i>		<i>Explanation of Rating</i>	<i>Questions for Interview</i>
		<i>Adequate</i>	<i>Inadequate</i>		
Principle #15	The educator assesses student progress in relation to standards and modifies curricula and instruction, as necessary, to improve student learning.				
Principle #16	The educator maintains useful records of student work and performance and knowledgeably, responsibly, and effectively communicates student progress in relation to standards in a manner easily understood.				

**NOTE:** This format is also used in the recording forms for each of the endorsements.

**PEER REVIEW/ALTERNATE LICENSURE PROGRAM  
PANEL EVALUATION**

**Competencies for Modern and Classical Languages Endorsement**

<i>Item</i>	<i>Requirement/Competency</i>	<i>Evidence is (check one)</i>		<i>Explanation of Rating</i>	<i>Questions for Interview</i>
		<i>Adequate</i>	<i>Inadequate</i>		
	<p><b><u>Additional Requirements:</u></b></p> <p>A major in a modern or classical language, or the equivalent in undergraduate and/or graduate coursework. (Native speakers and speakers of ASL are exempt from this requirement.) Student teaching experience, or its equivalent, at the early childhood/elementary (PK-6) or middle/secondary (7-12) instructional level. To qualify for the full PK-12 authorization, an additional practicum experience, or its equivalent, shall be required at the instructional level at which the applicant did not do his or her student teaching.</p>				
	<p><b><u>Knowledge Standards (KS):</u> Demonstrates knowledge of foreign language and language education concepts and skills delineated in current national professional standards and in Vermont's <i>Framework of Standards and Learning Opportunities</i> including:</b></p>				
KS1	<p>Proficiency in speaking, reading, writing, and aural comprehension in the target language(s)</p> <p><b><u>For American Sign Language:</u></b> Proficiency in receptive and expressive language</p>				
KS2	<p>The structure, phonetic system, and different socio-linguistic levels of the target language(s)</p> <p><b><u>For American Sign Language:</u></b> The application of concepts of phonology, syntax, morphology, and pragmatics to the teaching of American Sign Language</p>				

**Page 2 - Competencies for Modern and Classical Languages Endorsement**

<i>Item</i>	<i>Requirement/Competency</i>	<i>Evidence is (check one)</i>		<i>Explanation of Rating</i>	<i>Questions for Interview</i>
		<i>Adequate</i>	<i>Inadequate</i>		
KS3	<p>The practices, products, and perspectives of the target culture(s), including a broad general foundation in the arts, history, geography, economics, and literature of the target culture(s)</p> <p><b><u>For American Sign Language:</u></b>  --Knowledge of the history, social structure, artistic, and literary contributions of the Deaf culture  --The ability to interpret contemporary lifestyles, customs, and cultural patterns of the Deaf culture in American Sign Language-speaking regions</p>				
KS4	The individual and societal advantages of foreign language learning				
KS5	The developmental process of second language acquisition at the early childhood/elementary and/or middle/secondary levels				
KS6	Research-based instructional methods and strategies that develop foreign language communication skills as a process and articulate continuous sequences of instruction across the early childhood/elementary and/or middle/secondary instructional levels				
<b><u>Performance Standards (PS):</u> Implements a foreign language curriculum that provides students with opportunities to achieve the cultural and linguistic outcomes specified in current national professional standards and in Vermont's <i>Framework of Standards and Learning Opportunities</i>. Specifically the educator:</b>					
PS1	Applies knowledge of research-based methods and strategies for teaching foreign languages and cultures to the design of developmentally appropriate learning activities for students with diverse learning styles, interests, and linguistic backgrounds				



**Page 3 - Competencies for Modern and Classical Languages Endorsement**

<i>Item</i>	<i>Requirement/Competency</i>	<i>Evidence is (check one)</i>		<i>Explanation of Rating</i>	<i>Questions for Interview</i>
		<i>Adequate</i>	<i>Inadequate</i>		
PS2	Uses authentic documents and materials (such as music, art, food, literature, or newspapers) in order to develop students' understanding and appreciation of the target culture's history, geographical regions, values, and customs				
PS3	Selects and incorporates instructional media appropriate to foreign language learning, including authentic print and electronic materials from the target culture				
PS4	Focuses teaching on the development of cross-cultural and linguistic competence through critical thinking and communicative activities				
PS5	Integrates classroom curricular themes with the foreign language curriculum (early childhood/elementary)				
PS6	Advocates for all students to learn a foreign language and culture at the earliest possible age				

## Peer Review/Alternate Licensure Program

## Panel Evaluation - English Endorsement Competencies

Item	Requirement/Competency	Evidence is (check one)		Evidence	Explanation of Rating
		Adequate	Inadequate		
5440-05	A major in English or Comparative Literature, or the equivalent in under-graduate and/or graduate coursework.	✓		Transcript – Yale University Interview Responses	Yale University - Major: English Literature (3.75 GPA) O.P. was very articulate during interview.
<b>Knowledge Standards: Demonstrates knowledge of research-based principles and processes underlying literacy development, and the components of effective literacy instruction, as delineated in current national professional standards<sup>1</sup> and reflected in <i>Vermont's Framework of Standards and Learning Opportunities</i>. Specifically, the educator understands and/or knows:</b>					
KS1	<i>Development of Oral Language and Literacy</i> – Processes, principles, and dimensions of oral language acquisition; the relationship between oral language development and literacy development; the impact of physical, emotional, and cultural factors on language development and acquisition of reading and writing; role of metacognition in reading, writing, listening, speaking, and representing visually; the elements of effective verbal and non-verbal communication	✓		Transcript – Yale University Bibliography of Independent Reading	O.P.'s coursework in Language Acquisition and the Nature and Structure of Language provided her with adequate knowledge of the development of oral language and literacy. Her extensive bibliography of articles and books by noted experts in linguistics was supporting evidence as well.
KS2	<i>Literature and Media</i> – A wide variety of quality, age-appropriate literature and non-print media (i.e., film, video) across genres, eras, cultures, and subcultures; literary elements and devices; critical theories and approaches to analysis and interpretation of literature and non-print media (e.g., historical, deconstructionist, New Criticism)		✓	Transcript – Yale University Interview Responses	O.P.'s coursework in American Literature, World Literature, African-American Literature, British Literature, Modern Literature, and Literacy Theory provided her with adequate knowledge of the various methods used to communicate. However, there is no evidence of O.P.'s knowledge of adolescent literature.
KS3	<i>Language and Word Study</i> – The purposes of language and approaches to analyzing language; etymology of the English language; the pronunciation of English phonemes and their graphemes; vocabulary development and its relationship to literacy acquisition	✓		Transcript – Yale University Bibliography of Independent Reading	O.P.'s coursework in Language Acquisition and the Nature and Structure of Language provided her with adequate knowledge of language and word study. Her extensive bibliography of articles and books by noted experts in linguistics was also evidence to support this knowledge.

## English Competencies - Page 2

Item	Requirement/Competency	Evidence is (check one)		Evidence	Explanation of Rating
		Adequate	Inadequate		
KS4	<i>Reading Comprehension and Fluency</i> – Reading as the process of constructing meaning from text; the components of fluency; factors that influence comprehension and fluency; typical elements and features of narrative and expository texts, and how readers' awareness of these features supports comprehension; cognitive strategies and instructional approaches for supporting comprehension and fluency	✓		Transcript - St. Michael's College	O.P.'s course in the Reading Process was adequate evidence to show that she has knowledge of reading comprehension and fluency.
KS5	<i>Written Expression</i> – The composing processes that writers use, and planning strategies most appropriate for particular kinds of writing; dimensions of quality writing and types of writing; the conventions of written English; uses of writing portfolios and benchmarks and standards for various age/grade levels	✓		Certificate of Participation - Middlebury Writing Conference Samples of Own Writing Showing Process Transcript - Yale University Letter from Supervisor at Macmillan Publishing	O.P.'s participation in a week long conference on the Writing Process was adequate evidence to document her knowledge as it relates to written expression. Her writing samples clearly reflected knowledge of and ability to use the writing process. Her coursework in English Grammar and Composition was further support. A very strong letter from her supervisor attesting to her work as an assistant editor.
KS6	<i>Assessment and Adaptation of Literacy Instruction</i> – The importance of individualizing the literacy program to address the needs and strengths of learners; a variety of valid and efficient language arts assessments appropriate for different purposes; the observable characteristics of a variety of reading and writing difficulties; strategies for modifying literacy instruction to support the needs of individual learners, including English Language Learners (ELL's)	✓		Transcript - St. Michael's College Certificate of Participation - Middlebury Writing Conference	O.P.'s coursework (4.0 GPA) in secondary English methods and the Reading process attested to her knowledge of assessment and adaptation of literacy instruction. Additionally, her participation in a week-long conference on the writing process expanded her knowledge in this area.

## Appendix B1 – Sample Panel Evaluation - English

## English Competencies - Page 3

English Competencies - Page 5					
Item	Requirement/Competency	Evidence is (check one)		Evidence	Explanation of Rating
		Adequate	Inadequate		
<b>Performance Standards: Implements a language arts curriculum that fosters interest and growth in all aspects of oral and written literacy in order to provide students with the communication skills necessary to understand and influence their own lives and to learn about the world, including exploring personal identity and social relationships, making ethical judgments, and critically evaluating ideas. Specifically, the educator:</b>					
PS1	<i>Literacy Development through Literature and Media –</i> Uses a wide variety of fiction and non-fiction textual materials, including some of students’ own selection, to increase students’ motivation to read independently for information, pleasure and personal growth Selects and reads quality literature aloud and applies tools of literary analysis to the facilitation of discussions of central themes and ideas within literature and non-print media Uses active instructional strategies (e.g., debate, dramatization, presentation) to promote various dimensions of oral language development, and to facilitate critical analysis and interpretation Teaches students to distinguish between fact, opinion, and interpretation, and how to analyze and judge the credibility of print and non-print communications Models, fosters, and teaches active listening in order to enable thoughtful, equitable, and respectful classroom discourse Models and teaches the elements of effective verbal and non-verbal communication	✓		Transcripts - Course: Secondary English Methods (4.0 GPA) Videotape - Section on Students in a Group Discussion Student Papers - “Was Hamlet a Hero or a Villain?” Transcript - St. Michael's College Standards-based Unit on Hamlet.	O.P. 's interaction and questioning techniques as seen on videotape is clear evidence of ability to push student’s critical thinking skills. The video also attests to her ability to facilitate participatory, respectful classroom discourse around important topics of literary analysis. Her feedback on the students' papers further supports her ability to promote student’s critical thinking. The unit's lesson plans demonstrate a variety of methods, including use of technology.

## English Competencies – Page 4

Item	Requirement/Competency	Evidence is (check one)		Evidence	Explanation of Rating
		Adequate	Inadequate		
PS2	<p><i>Language and Word Study –</i></p> <p>Teaches students to use syntactic, semantic, and graphophonemic cues to identify and spell words</p> <p>Employs effective instructional strategies for the development of a broad, independent vocabulary</p>	✓		Lesson Plans from Standards-based Unit on Hamlet	In her lesson plans, O.P. incorporated effective embedded spelling and vocabulary instructional strategies.
PS3	<p><i>Reading Comprehension and Fluency-</i></p> <p>Provides explicit instruction in how to flexibly use pre-, during, and post-reading cognitive strategies to understand, analyze, and interpret a variety of types of texts</p> <p>Employs a range of instructional approaches to support comprehension across the content areas</p> <p>Uses instructional strategies to build or strengthen fluency</p>	✓		Lesson Plans from Standards-based Unit on Hamlet	In her lesson plans, O.P. incorporated specific instructional approaches and activities that support comprehension.
PS4	<p><i>Written Expression –</i></p> <p>Organizes and implements a writing portfolio program that promotes high quality writing by including a variety of instructional strategies and topics to teach purposes, structures, and composition</p> <p>Uses required writing rubrics and benchmarks for assessing student writing, and teaches students to use these to analyze their own writing</p> <p>Models and teaches appropriate grammar, usage, and mechanics</p>	✓		Student Work Samples Videotape – Section on Teaching Persuasive Writing	The student work samples clearly reflect a wide range of writing – examples of students’ drafts demonstrate progression. The videotape segment also provides clear evidence of her ability to teach students how to write for different purposes and audiences.

## Appendix B1 – Sample Panel Evaluation - English

## English Competencies - Page 5

Item	Requirement/Competency	Evidence is (check one)		Evidence	Explanation of Rating
		Adequate	Inadequate		
PS5	<p><i>Assessment and Adaptation of Literacy Instruction –</i></p> <p>Uses a variety of valid assessment strategies to regularly evaluate students’ progress in all of the individual dimensions of reading and writing development</p> <p>Uses the results of literacy assessments to adjust and/or target instruction, to flexibly group students, when needed, and to appropriately match students with reading material</p>	✓		<p>Student Work Samples from <i>Hamlet</i> Unit</p> <p>Records of Student Progress</p>	<p>O.P.'s feedback on student work samples reflects knowledge of assessment of students’ development in reading and writing.</p> <p>The records of student progress offer clear evidence of literacy assessment skills.</p>

**PEER REVIEW/ALTERNATE LICENSURE PROGRAM**

## Panel Evaluation - Middle Grades - Social Studies Endorsement "Clustered" Competencies

Item	Requirement/Competency	Evidence is (check one)		Evidence	Explanation of Rating
		Adequate	Inadequate		
Knowledge and Performance Standards – Professional Knowledge (PK):					
PK 1	Knowledge of the developmental nature and needs of early adolescents and ability to apply this knowledge to all aspects of Middle Grades practice		✓	Native American Project Seminar SS Theme The Explorers	O.P. provided adequate evidence that demonstrated her knowledge of adolescent development. But the evidence did not indicate that she has the ability to apply this knowledge in a middle grades classroom.
PK 2	Knowledge of and ability to collaborate with parents to promote parent-teachers and parent-student communication about student learning and to enhance parent-student relationships		✓	Student Led Conferences Back to School Night	O.P. did not present adequate evidence to document her ability to collaborate with the parents of her students.
PK 3	Knowledge of and ability to develop and implement middle grades curriculum and instruction		✓	NPR Web Site Puzzle Activity Jeopardy Game	O.P.’s evidence was not sufficient to demonstrate her knowledge of middle grades curriculum development and its implementation.
PK 4	Knowledge of and ability to implement middle grades organizational techniques	✓		Morning Meetings Observation Citizen Activity	O.P. provided adequate evidence of her ability to implement middle grades organizational techniques.
PK 5	Knowledge of and ability to integrate embedded literacy strategies throughout the middle grades curriculum		✓	Debate Activity Primary Source Graphic Organizer Article Middle Grades Literacy	The evidence O.P. presented was too limited to adequately document her knowledge in the area of middle grades literacy.

## Middle Grades - Social Studies - Page 2

Item	Requirement/Competency	Evidence is (check one)		Evidence	Explanation of Rating
		Adequate	Inadequate		
In addition, you must address the knowledge and performance standards and requirements for ONE OR MORE of the four content areas below:					
Knowledge and Performance Standards – Social Studies (SS):					
SS 1	A minor in history, political science, economics, or geography, or the equivalent in undergraduate and/or graduate coursework. (Coursework in cultural anthropology and non-Western area studies may be counted toward geography.)	✓		Bachelor of Arts – Loyola University	O.P. has a BA degree in History
SS 2	Knowledge of methods of historical and social scientific investigation and critical evaluation and ability to incorporate these into instruction	✓		Transcripts – Loyola University	The evidence O.P. presented adequately demonstrated that she has the knowledge of methods of historical and social scientific investigation and critical evaluation and ability to incorporate these into instruction.
SS 3	Knowledge of development of students’ historical thinking, and implications for instruction	✓		Civil War – Lesson Plans Workshop - Flynn Theater “Making History Alive” Student Projects	O.P. proved her knowledge of the development of student’s historical thinking. Her lesson plans and examples of student work illustrate her ability to incorporate this into her practice.
SS 4	Knowledge of and ability to apply state and national standards and content, concepts, and skills in the areas of: a. History b. Cultural Geography c. Diversity, Unity, Identity, and Interdependence d. Citizenship e. Economics	✓		Transcripts	From her transcripts, O.P. adequately demonstrated that she has the knowledge of and the ability to apply state and national standards and content, concepts, and skills in the areas of social studies.
SS 5	Knowledge of and ability to implement appropriate middle/secondary social studies teaching methods	✓		Lesson Plan Communication Railroad Lesson Plans Examples of Student Work	O.P.’s lessons included examples which adequately demonstrated her knowledge of and her ability to implement appropriate middle/secondary social studies teaching methods.



Vermont Department of Education  
Peer Review  
Vermont's Alternative Licensure Program  
**Professional Attributes and Dispositions Verification**

**Candidate's Name** \_\_\_\_\_

**Endorsement(s) Seeking** \_\_\_\_\_

**Supervisor's Name** \_\_\_\_\_

**Supervisor's School:** \_\_\_\_\_

**Supervisor's Signature** \_\_\_\_\_

**Supervisor's License/Endorsement(s)** \_\_\_\_\_

This candidate is seeking educator licensure via Peer Review which is an alternate route to licensure in Vermont. Please check the column that best describes the candidate's achievement in each professional attribute listed and mail completed form to: Peer Review Program Assistant, VT Department of Education, 120 State Street, Montpelier, VT 05620-2501.

Attribute	1	2	3	4
<b>Interactions with Students</b>	Has frequent conflicts with students	Hesitant to work with students	Relates easily and positively with students	Actively seeks opportunities to work with students
<b>Interpersonal Relationships</b>	Insensitive to others' feelings and opinions	Limited sensitivity and diplomacy	Perceives what to do or say in order to maintain good relations with others and responds accordingly	Highly sensitive to others' feelings and opinions
<b>Professional Ethics and Demeanor</b>	Disregards school policies and practices	Lacks awareness of school policies and practices	Follows school policy and practices; maintains confidentiality	Maintains high ethical and professional standards. Maintains professional appearance
<b>Attendance and Punctuality</b>	Is frequently absent and/or often arrives late.	Is occasionally absent and/or occasionally arrives late.	Is present and engaged. Always on time.	Provides additional personal time. Frequently arrives early.

**IMPORTANT PRIVACY NOTICE:** Under the terms of the Family Educational Rights and Privacy Act (FERPA) you WILL have access to your recommendation after your peer review UNLESS at least one of the following is true:

- ☐ Yes. I *do* waive my right to access, and understand I will never see this recommendation.
- ☐ No. I *do not* waive my right to access and may someday choose to review this recommendation if, after my peer review interview, it is saved in my file.

\_\_\_\_\_  
Candidate's Signature

\_\_\_\_\_  
Date

## Appendix D - Guidelines for Panelists to Evaluation Student Teaching Experience

### Guidelines for Panelists to Evaluate Student Teaching Experience

**CANDIDATE'S NAME:** \_\_\_\_\_

<b>Rating</b>				
	Emergent	Approaching Standard	Meets Standard	Exceeds Standard
<b>Student Teaching or the equivalent Placement</b>	<p>The experience did not take place in the content area of endorsement sought.</p> <p>The experience did not take place across the instructional levels of endorsement sought.</p> <p>Student teaching did not take place for twelve weeks.</p> <p>The experience was not school-based.</p>	<p>The experience took place in the content area of endorsement sought.</p> <p>Placement had limited experience across instructional levels of endorsement sought.</p> <p>Experience took place for twelve weeks but fewer than six weeks were consecutive and fewer than two weeks were solo.</p>	<p>The experience took place in the content area of endorsement sought.</p> <p>Experience took place across the instructional levels of endorsement sought.</p> <p>Experience took place for twelve weeks, with at least six of the weeks consecutive and a solo period of two weeks.</p>	<p>Placement had rich experiences in the content area and across the instructional levels of endorsement sought.</p> <p>Experience took place for more than twelve consecutive weeks, with a solo period exceeding three weeks.</p>
<b>Mentor Teacher</b>	<p>Little evidence of observation and feedback of candidate's teaching by mentor.</p> <p>No evidence of candidate observing teachers.</p>	<p>Some evidence of observations and feedback of candidate's teaching by mentor.</p> <p>Limited evidence of candidate observing teachers in the content area across instructional levels of endorsement sought.</p>	<p>Mentor teacher was experienced in the content area and instructional levels of endorsement sought.</p> <p>Candidate observed several teachers in and out of the content area and across instructional levels.</p>	<p>Mentor teacher was licensed in the content area and instructional levels of endorsement sought.</p> <p>Candidate observed a variety of teachers in and out of the content area and across instructional levels.</p>
<b>Observation of Candidate by Qualified Professional</b>	<p>No evidence of candidate being observed or observed by neither a qualified professional or in the content area.</p>	<p>Evidence of observations and feedback of candidate's teaching by mentor.</p>	<p>Evidence of observations and specific feedback of candidate's teaching by mentor qualified in the endorsement area sought.</p>	<p>Ample evidence of observations and feedback using researched-based criteria (i.e. Danielson) of candidate's teaching by mentor qualified in the endorsement area sought with evidence of reflection</p>

<b>Rating</b>				
	Emergent	Approaching Standard	Meets Standard	Exceeds Standard
<b>Lesson and Unit Planning, Implementation and Assessment</b>	<p>No examples of lesson plans.</p> <p>No assessments included.</p> <p>No student work.</p>	<p>Some lesson plans with limited or no use of standards.</p> <p>Examples of assessment lack scope (variety).</p> <p>Limited student work.</p> <p>Inadequate evidence of reflection.</p>	<p>Standards-based lesson plans in the content area.</p> <p>Examples of a variety of assessments.</p> <p>A variety of student work.</p> <p>Some reflection of practice.</p>	<p>Vermont standards-based unit in the content area.</p> <p>Examples of multiple standards-based lesson plans that include differentiation.</p> <p>Examples of standards-based summative and formative assessments.</p> <p>Examples of differentiated student work and evidence of reflection and ability to revise a unit.</p>
<b>Professional Responsibility</b>	<p>Did not attend school-based meetings.</p> <p>No collaboration with colleagues, parents, and administrators.</p>	<p>Occasionally attends school-based meetings.</p> <p>Little or inconsistent collaboration with colleagues, parents and administrators.</p>	<p>Attends and participates in school-based meetings.</p> <p>Collaborates with colleagues, parents and administrators.</p>	<p>Attends, participates and reflects on a variety of school-based meetings.</p> <p>Collaborates with colleagues, parents, and administrators on a regular basis.</p> <p>Involved in the greater school community (i.e. club advisor, curriculum leader, coach)</p>

Rating				
	Emergent	Approaching Standard	Meets Standard	Exceeds Standard
<b>Commitment to Diversity</b>	<p>No experiences with diverse cultures.</p> <p>No evidence of understanding diversity issues.</p> <p>No professional development in the area of diversity.</p>	<p>Completed some Workshops/Training for diversity issues</p> <p>Limited evidence of understanding of diversity issues.</p> <p>Some experiences with diverse populations.</p>	<p>Unit/Lesson Plans show an understanding of diverse cultures</p> <p>Completed Workshops/Training for diversity issues</p> <p>Work experience with diverse cultures or volunteer experience with diverse cultures</p>	<p>Unit/Lesson Plans show an understanding of diverse cultures</p> <p>Completed Coursework, Workshops/Training in Diversity Issues in Education</p> <p>Letters from licensed educators/professionals documenting commitment to diversity</p> <p>Reflection demonstrates commitment to diversity</p> <p>Work experience <b>or</b> Volunteer experience with diverse cultures</p>